

# *1981 Alberta Social Studies Curriculum*

..... ***IN-SERVICE PROJECT:***

***Leaders' Manual***

CURRICULUM

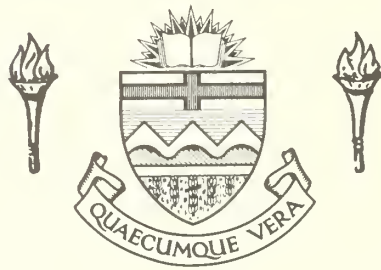
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## OVERVIEW

This manual was designed to be used by the social studies consultants, co-ordinators, and lead teachers giving the Social Studies Inservice. This is the second edition of the manual and, as an updated edition, it contains several changes. Most noteworthy amongst the changes are (1) the focus on the 1981 Social Studies Curriculum and (2) the attempt to revise the original workshop materials based on critical feedback by educators. Further changes have been made because, at this time, more people have a working familiarity with the various resources than when the original materials were designed. Materials for "Patterns and Parameters" have been updated to focus on changes in the curriculum from 1978 to 1981 and the previous materials entitled "The Kanata Kits" and "The Teaching Units" have been combined into one inservice entitled "Demystifying Alberta's Social Studies Resources."

## THE 1981 CURRICULUM: INTENTS, STRUCTURE, AND RESOURCES

This manual is to be used with the following materials:

1. a videotape entitled, "Change: The Ultimate Challenge"
2. a set of transparencies entitled, "Patterns and Parameters"
3. a variety of masters. These masters are to be duplicated to provide the print material the participants will use in the workshop. These four sets of material included in the following components:
  - a. The Knowledge Component
  - b. The Skills Component
  - c. The Values Component
  - d. Demystifying Alberta's Social Studies Resources

The inservice package was initially designed and developed by a four member development team consisting of:

Harvey Duff - Project Co-ordinator  
Richard Wray - Project Developer  
Frank Crowther - Associate Director of Curriculum  
Terry Kernaghan - Learning Resources Officer

Additional development was done by Shirley Stiles, Bob Johnson, Linda Weigl, Fred Schoenrock, Frank Horvath, Bob Carter, Fred Schreiber, and many other Alberta Educators.

Assisting the activities of the development team was an ad hoc committee selected and appointed by the Associate Director of Curriculum, Mr. Frank Crowther. The membership of the Project Advisory Committee was:

J. Brackenburg (Chairman) - Alberta Education Regional Office  
J. Hazelzet - Calgary Separate School System  
I. Mihaljevich - Calgary Public School System and representative  
from Alberta Social Studies Council  
R. Wray - Project Developer (Edmonton Separate School System)  
T. Kernaghan - Learning Resources Officer (Alberta Education)  
H. Duff - Project Co-ordinator (ACCESS)  
F. Crowther - Associate Director of Curriculum (Alberta Education)

The production of the various inservice components was carried out by a production team directed by the project co-ordinators:

Harvey Duff  
Don Bushe

The production of the videotape component "Change: The Ultimate Challenge" and the transparency component, "Patterns and Parameters" was carried out by:

Nick Bakyta  
Gayle Helfrick

and the production staff of Tinsel and Sham Productions, Edmonton, Ltd.

The production of the print components was carried out by:

Richard Wray (Writer)  
Pat Holt (Writer)  
Sara Berger (Writer)  
Cheryl Clarke (Publications Co-ordinator)

This Second Edition was prepared by Dr. Jim Parsons, Department of Secondary Education, University of Alberta and the following Regional Office Consultants of Alberta Education:

Calgary	Bob Johnson
Edmonton	Fred Schreiber
Grande Prairie	Jim Brackenburg
Red Deer	Frank Horvath

## THE INTENTS OF THE INSERVICE

The 1975 Downey Report stated that "there has been considerable slippage in the translation of the Master Plan (1971 Social Studies Curriculum) into programs." The report indicated that the "slippage" occurred for five reasons, the first two being:

1. Lack of consensus on the basic philosophy and objectives of the program.
2. Serious shortage of support and resources of all types.

The inservice project has been designed to attend to these two problem areas. It should allow for:

1. The presentation of a consistent and thorough interpretation of the philosophy and objectives of the 1981 Social Studies Curriculum.
2. The provision of an opportunity for teachers to discuss and comprehend the revised program which, in turn, should contribute to its implementation.

The design, development, and production of this project were guided by the following criteria, goals, and objectives. These were established by the development team in close consultation with the Project Advisory Committee.

#### Criteria

1. This inservice package must clearly illustrate the broad purposes of the Alberta Social Studies program and how teachers can use materials to achieve those broad purposes.
2. It should give teachers opportunities to identify their own needs, and to help them adapt the social studies program to fit their particular classroom situation.
3. It must be explicit and non-complex, and have pragmatic goals and objectives.
4. It must clearly indicate that the Alberta social studies program is credible, perceived as workable and able to achieve the program's goals.
5. It must have active participation in order to effect behavioural change.
6. It should recognize that some of the existing methods, materials, and projects are congruent with the revised social studies program.
7. It must have change as an intended goal, but along a long term growth continuum.
8. It must allow teachers to feel secure in examining, questioning, revising, personalizing the program. Trying new things means risking failure, and teachers need lots of support from colleagues to venture such risks. They need opportunities to work within support groups, all of whom are perceived to be non-threatening and supportive.
9. It should encourage a variety of follow-up inservices that may be more personalized (e.g. lots of face-to-face interaction) to meet the individual teacher's needs.
10. It would be a service instrument provided by Alberta Education for use through the province by trained workshop leaders.

11. It should seek the support of local school boards, central office personnel, principals, and fellow teachers through advance notice as to the content of our materials and advice on their optimal use.

## GOALS AND OBJECTIVES OF AWARENESS PACKAGE

### A. Goal:

This inservice kit will encourage teachers to understand the basic philosophy of the 1981 Alberta Social Studies Program.

#### Objectives:

The teachers will be able to:

1. demonstrate comprehension of the meaning, the concepts of social studies, and of citizenship education.
2. identify the changes in the 1981 curriculum as compared to the 1971 curriculum and the 1978 interim curriculum.
3. infer the effects of the Downey Report on the 1981 curriculum.
4. identify the relationships between values, knowledge, and skills in the process of exploring and resolving social issues.
5. illustrate an understanding of the inquiry process as a major instructional method.
6. illustrate how the objectives of the 1981 curriculum will encourage students to become more concerned and critically thinking citizens.

### B. Goal:

This inservice component will identify some of the more important resources and materials that teachers can use with the 1981 Alberta Social Studies Program.

#### Objectives:

The teacher will be able to:

1. define and distinguish between prescribed resources, provincially-prepared teaching units and Kanata Kits.
2. illustrate applicability of the above resources to the 1981 curriculum.

### C. Goal:

This inservice kit will encourage teachers to appreciate the significance of some of the more important aspects of the 1981 Social Studies Curriculum.



### Objectives:

The teacher will:

1. recognize the increase in Canadian content, especially in the grades which previously lacked Canadian content.
2. describe and analyze the role of the prescribed topics and issues as outlined in the 1981 curriculum.
3. explain the sequencing and interrelatedness of the content with the value, knowledge, and skill objectives.

## AN OVERVIEW OF THE INSERVICE

### Components

This kit consists of six components designed to be used with teachers. Following is a summary statement outlining the intent of each component. Each item will be described more fully in a following section of this manual.

#### COMPONENT 1 - Change - The Ultimate Challenge

This is a 20-minute videotape which describes the 1978 curriculum in broad terms. It concentrates on showing why this type of curriculum is needed today.

#### COMPONENT 2 - Patterns and Parameters.

This component is a set of transparencies designed to present a fairly detailed look at the changes from the 1978 Interim Curriculum to the 1981 Alberta Social Studies Curriculum, and to review those aspects that have not changed, and to describe the supporting resources. Included in the presentation are rationales for certain changes that were made.

#### COMPONENT 3 - The Knowledge Component

This is a self-contained group session of approximately 120 minutes. In it, the teachers explore the pattern used by the curriculum to structure knowledge. This structure is then applied to grade and topic of interest to the teachers.

#### COMPONENT 4 - The Value Component

This is a self-directed group session of approximately 120 minutes. In it, teachers explore the general value issue, then related social value component of the curriculum. They then apply what they have learned to a grade and topic of interest to them.

#### COMPONENT 5 - The Skill Component

This is a self-directed group session of approximately 120 minutes. In it, teachers will explore the curriculum's model of inquiry and apply it to a grade and topic of interest to them.

## COMPONENT 6 - "Demystifying Alberta's Social Studies Resources"

This group session includes a perception quiz about the social studies resources, a section for teachers who have used the Kanata Kits or the Teaching Units, and a section for teachers new to these resources. Section two focuses on solving natural problems of implementing the resources while section three helps teachers examine how the Kanata Kits and Teaching Units can be used to present issues and topics in the 1981 curriculum.

### Utilization

The designers of this inservice program found it necessary to identify and adhere to certain assumptions about how the inservice is to be used. These basic assumptions are:

1. This workshop must be conducted by a resource person who has been oriented to the goals, objectives, modules, and procedures of this inservice program.
2. The usual length of time available for teachers for inservice activities is limited to one, two days, or less.
3. This inservice program will only provide an opportunity for participants to become generally aware of the 1981 Social Studies Curriculum and resources.
4. This program should be followed up by other types of inservicing available from subject specialists, consultants, or supervisors from local school districts or regional offices.

## SEQUENCING THE WORKSHOP

The components of this inservice package can be sequenced in a number of ways depending on need. Its optimum utilization is either in a one or two day workshop. The sequences for these two configurations are given below. Time has been extended on some components for the two-day session to allow for a greater length of time for discussions.

### RECOMMENDED SEQUENCE FOR A ONE-DAY WORKSHOP

#### Morning

- |  |               |
|--|---------------|
| Component 1  |               |
| - General session for everyone                     | - 30 minutes  |
| Component 2(Parts A & B)                           |               |
| - General session for everyone                     | - 30 minutes  |
| Component 3, 4, 5,                                 |               |
| - Participants must select ONE component to attend | - 120 minutes |



Afternoon

- Component 2(Part C)
  - General session - 30 minutes
- Component 6
  - General session for everyone - 90 minutes
  - General session for discussion - 30 minutes

RECOMMENDED SEQUENCE FOR A TWO-DAY WORKSHOP

Day 1

- Component 1
  - General session - 30 minutes
- Component 2 (A & B)
  - General session - 45 minutes
- Component 3,4,5
  - Participants select ONE - 120 minutes
- Lunch Break
- Component 3,4,5
  - Participants select ONE - 120 minutes

Day 2

- Component 3,4,5
  - Participants select ONE - 120 minutes
- Component 2(C)
  - General session - 30 minutes
- Lunch Break
- Component 6
  - General session for everyone - 90 minutes
  - General session for discussion - 45 minutes

While this package has been designed for either a one or two day workshop, it can be used in shorter combinations. However, it is important that certain internal sequences be recognized. Components 1 and 2(A) should precede any of the other components. Component 2(B) should precede the components on objectives and component 2(C) should precede the components on resources. In addition, components 3, 4, and 5 should be conducted prior to components 2(C) and 6.

NOTE: In the Patterns and Parameters Module (Component 2), there are three sets of transparencies, broken into Parts A, B, & C as follows:

- Component 2A - Transparencies 1, 2, 3, 4
- Component 2B - Transparencies 1, 2, 3, 4, 5, 6, 7
- Component 2C - Transparencies 8, 9

## ROLE OF WORKSHOP LEADER

This workshop package has been designed as an aid or tool to be used by a consultant, supervisor, or specialist of social studies. The tool can only be as good as the artisan using it. This aid cannot be presented on its own. *The workshop leader is expected to be totally familiar with all components and the 1981 social studies curriculum.* This package only provides a possible organizing process and some materials that will focus discussions.

Keeping the previous comments in mind, the leader must, therefore, be prepared for these types of activities:

### Prior to workshop:

1. Be responsible to initiate workshops within the various school districts of the province.
2. Respond to specific requests from school systems, P.D. committees, and specific groups of teachers.
3. Identify the minimum conditions under which this program can be offered and refuse to further decrease these conditions.
4. Identify and order sufficient quantities of materials needed for the inservice. Provide copies of "Suggestions for Discussion Group Leaders" (page 13) to each leader.
5. Communicate with as many participants as possible prior to the workshop and indicate the need to be familiar with the 1981 Curriculum document and to bring it to the workshop. If possible, survey your potential audience before hand to determine the nature of the participants, e.g., new teachers, grade levels involved, etc.
6. Arrange to have sufficient quantities of Kanata Kits, Teaching Units, and accompanying prescribed resources.
7. Arrange to have sufficient equipment necessary to present the program:
  - a. one videotape recorder and monitor compatible with the videotape
  - b. one overhead projector and screen
  - c. filmstrip projectors and cassette tape player (depends on Kanata Kits); (one per group of six)
8. Identify and arrange for additional rooms for small group sessions.

On the Day of the Workshop

9. Arrive at least one hour prior to starting time to check out all facilities and equipment.
10. When possible, be prompt in beginning and ending the various sessions. Each session is important and the later ones will end up being cut short if the earlier ones go overtime.
11. There will likely be considerable discussion after the use of components one and two. Most of this discussion should be positive and focus on items covered in the following parts of the workshop. However, some participants may have a beef about the program in general. Try to delay this discussion until later in the day or confine it to a one-to-one discussion. A general gripe session will consume valuable time.
12. Components 3,4,5, and 6 should have a small group discussion leader. As well, the workshop leader will still have to move from group to group answering questions and facilitating the discussion process. Ensure that an individual has been selected in each group to perform the task of 'moving' the group through the activities.
13. Encourage each group to record any concerns, questions, or compliments, which could be aired and shared with other participants in the final general session.
14. The workshop leader should be familiar with the backup material included in this manual. These items should be of assistance when dealing with questions not answered by the workshop materials. It is not possible to anticipate every question, but these backup materials should help to provide answers to the more likely ones.
15. Be sure to record any activity or session that presents any unusual difficulty and indicate the cause of the difficulty. This information should be forwarded to the associate director of curriculum, who will let other workshop leaders know about the problem. In this way, the workshop can be improved each time it is presented.
16. Encourage the participants to identify any specific areas they feel require further inservicing. This information should be recorded and acted on by either the social studies consultants or by future P.D. committee activities.
17. Avoid the temptation to eliminate or shorten the final general session due to the lateness of the day. This session is to provide an opportunity for the participants to hear what other groups experienced. It is a time to express bouquets and beefs. However, don't let one or two people monopolize the entire session.
18. Be sure all equipment and resources are returned to where they belong.
19. Forward the evaluation forms to Alberta Education.

## USING THE COMPONENTS

### COMPONENT 1 - The Ultimate Challenge - Change

The prime function of this videotape is to outline why curricula like the 1981 Social Studies Curriculum are necessary. It focuses on how the changing expectations of our society influence the types of programs we must offer to Alberta students.

The workshop leader should present the videotape, encourage a reaction, and organize the discussion. A discussion organizer has been prepared to be used with the participants. You should spend about 30 minutes for this component.

Enclosure:

1. discussion organizer - Appendix 1

### COMPONENT 2 - Patterns and Parameters

This component is designed to present an overview of the 1981 curriculum by pointing out specific similarities and differences between the 1978 Interim Curriculum and the 1981 Curriculum.

This overhead transparency presentation attends specifically to four areas. These are (1) the development of social studies curriculum from pre-1971 to 1981, (2) similarities between the 1978 and the 1981 curricula, (3) differences between the 1978 and the 1981 curricula, and (4) the resources given for use with the curriculum.

The workshop leader could present the entire set of transparencies (all three parts) at the first session; or use only 2(A), followed by a discussion; then 2(B) followed by components 3,4,5; then 2(C) followed by component 6. A discussion organizer for the transparencies is included with the masters.

### COMPONENT 3 - The Knowledge Component

The general intents and direction of the component should be quite clear to anyone having undergone the workshop leader's training session. If you have not had a 'hands on' training session on this component, go through the entire mini-workshop. Do not use the component unless you are thoroughly familiar with it.

There may be some questions about the nature of facts, concepts, and generalizations. Accordingly, two short articles from Jack Fraenkel have been included for the workshop's leader. The leader may find it to his advantage to be prepared for this type of discussion. They can be found in Appendix 4.

There may be some discussion about the answers for Section A's activities. Here is one set of possible answers.

Facts:

- a. Wind's power has been used for milling grain and pumping water.
- b. In Canada, wind turbines already produce power for the Magdalene Islands.
- c. In the U.S.A., there is a radio station run by wind power.

Concepts:

- a. Energy
- b. Wind-powered machines
- c. Power

Generalization:

- a. Energy supplies are available from the wind.
- b. The possibilities for local power production are considerable, especially in persistently windy locations.

Enclosures:

- 1. Excerpts from Helping Students Think and Value - Appendix 4

COMPONENT 4 - The Value Component

The general intents and direction of the component should be quite clear to anyone having undergone the workshop leader's training session. If you have not had a 'hands on' training session on this component, go through the entire mini-workshop. Do not use the component unless you are thoroughly familiar with it.

The article on Valuing at the beginning of this component is an excerpt of a longer article called, "Revision of the NCSS Social Studies Curriculum Guidelines", drawn from Social Education, April 1979. The entire article is included in the manual for the leader's reading.

COMPONENT 5 - The Skill Component

The general intents and direction of the component should be quite clear to anyone having undergone the leader's training session. If you have not had a 'hands on' training session on this component, go through the entire mini-workshop. Do not use the component unless you are thoroughly familiar with it.

The 1981 Social Studies Curriculum outlines two major groups of skills:

- a. inquiry skills, and
- b. participation skills.

The primary function of this module is to help understand the various stages of this inquiry process. If all directions are followed, the



intended outcome should be achieved.

It should be stressed that if a clear understanding of the process outlined in the guide is acquired, then the analysis of the Teaching Units and the Kanata Kits will be quite easy. An inquiry process has been utilized in each of these resources and it then simply becomes a task of seeing how each stage has been translated into a particular set of activities.

The selection and emphasis on one of the stages of the inquiry process - social action - has been done to draw attention to the importance of this stage, but also the great need of accepting the accompanying responsibility. Portions of an article by Don Conrad and Diane Hedin have been included which emphasize the importance of social action.

Enclosures:

1. Learning and Earning Citizenship  
Through Participation - Appendix 7
2. Active Citizenship: Learn  
by Doing - Appendix 8

COMPONENT 6 - Demystifying Alberta's Social Studies Resources

This session is designed to either (A) help teachers solve natural problems associated with the teaching of the social studies resources or (B) to introduce the resources to teachers who are not familiar with them. The session is designed so that the activities completed within the inservice are consonant with the philosophy of the Alberta Social Studies Curriculum. In this way the participants are given an opportunity to identify the relationship of these resources to the Social Studies Curriculum and to see how the abstract ideas of the curriculum have been translated into practical and workable activities.

The workshop leader will be responsible for arranging a supply of kits or units for study. This may mean requesting copies from nearby schools, or having teachers bring their kits to the workshop.

Remind the participants that each Kanata Kit or Teaching Unit belongs to some school and they want all of the components returned. Each kit should be repacked at the end of this component and returned to a pre-selected location.

Enclosure:

1. List of units and Kanata Kits - Appendix 9

\* \* \* \* \*

A tremendous amount of work has gone into the development and production of this workshop package. Guided by a Project Advisory Committee drawn from various constituents of the social studies community and by input from dozens of social studies teachers and consultants, the developers and producers of this package have attempted to provide you with inservice materials that will meet real needs. We know how important and how difficult your inservicing tasks will be. It is our fervent hope that these materials will make that job easier and more rewarding.

The Project Team  
Alberta Education  
Social Studies Inservice Project

#### SUGGESTIONS FOR DISCUSSION GROUP LEADERS.

1. Work through the activities in advance of the session. Discuss concerns with the workshop leader. Modify discussion questions so that you feel comfortable with them.
2. TIME needed for specific activities varies from group to group. PREVIEW the module with your group and decide where you want to invest your time. People do not enjoy being "rushed".
3. The relevant background material in the Appendices may help in answering some of the unexpected questions that inevitably arise.
4. Situations may arise in which your group members have concerns or questions that you do not feel totally confident in answering. Record these and turn them over to the workshop leader.

# APPENDIX 1

## VIDEOTAPE DISCUSSION ORGANIZER

### Change - The Ultimate Challenge

1. *Before showing the videotape* to the participants: When introducing the videotape, make the following points:
  - a. Our educational system is a part of society. Its responsibility is to help integrate the young with society. Therefore, the nature of any educational system; i.e., its structure, what it teaches, how it teaches, etc., will depend on the society it supports. The hunting society of the Blackfoot Indians demanded certain things be taught to the young. The farming society of the Iroquois demanded still other things. Our society demanded certain things at the turn of the century and markedly different things today.
  - b. The videotape makes the point that education in general, and social studies in particular, has to reflect 'the needs of the times' and shift as those needs have shifted.
  - c. The 'needs of time' were markedly different in the past than they are today. The main difference is the tremendous amount of choice and the rapid rate of change present in today's society.
  - d. This has called for an educational system that can educate the young to cope with choice and change. "Change - The Ultimate Challenge" outlines how the revised Social Studies Curriculum tries to provide this type of curriculum.
2. *While they are watching the videotape* have the participants mentally note the characteristics a curriculum must have if it is to help students cope with choice.
3. *After they have watched the videotape* use the following questions to begin and direct a short discussion.
  1. According to the video, what are some of the characteristics a curriculum must have if it is to help students cope with choice? Can you add more?
  2. Should teachers and schools take responsibility for educating for choice? What problems does this create for the social studies teacher?



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